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7 HEARING

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9 OFFICE OF REVIEW AND APPEALS

10
11 DEPARTMENT OF EDUCATION
12 65 COURT STREET, ROOM 717
13 BROOKLYN, NEW YORK
14

15 MAY 23, 2006
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2 MR. GOLDBERG: Today is Tuesday,
3 May 23rd, 2006.

4 Good afternoon. I am Ira Goldberg,
5 assigned chairperson of this Chancellor's
6 Committee.

7 An attendance sheet has been
8 circulated at 65 Court Street. The people
9 present today have signed their name.

10 Speaking to us from their school is
11 Josephine Marcella (phonetic), principal
12 of PS212, and Carl Santamaria, principal
13 of PS153.

14 It is now approximately 1:25 p.m. on
15 Tuesday, May 23rd, 2006. We are meeting
16 pursuant to Article 4, Section 4.3.3,
17 formerly 5.3.4, to review the appeal from
18 a rating of unsatisfactory given by
19 Principal Carl Santamaria to Mr. Glenn
20 Storman, the appellant, who is a guidance
21 counselor at PS153 and PS212, for the
22 period ending June, 2005. The appellant
23 is presently employed as a guidance
24 counselor.

25 I will now ask each of you to

1
2 identify yourselves for the record, and
3 state the capacity in which you are here
4 today.

5 MR. BOYLES: Dennis Boyles,
6 confidential investigator, Chancellor's
7 Office for Special Investigations.

8 MR. GOLDBERG: Would you speak up,
9 please.

10 MR. STORMAN: Glenn Storman and
11 counselor.

12 MR. GROSSMAN: Michael Grossman, the
13 appellant's advisor.

14 MR. GOLDBERG: Ira Goldberg,
15 Chancellor's assigned chairperson for this
16 review.

17 The principals, please.

18 MR. SANTAMARIA: Carl Santamaria,
19 PS153.

20 MS. MARCELLA: Josephine Marcella,
21 PS212.

22 MR. GOLDBERG: Okay. We will now go
23 off the record to review the documents.

24 (Whereupon, a break was taken.)

25 MR. GOLDBERG: We are now back on

the record.

I will briefly outline the procedures we will follow this afternoon.

The entire session is recorded. Proper protocol is to be adhered to at all times to facilitate this process. You are asked to be an active listener. Kindly use appropriate voice tone and level. You may request to go off the record at any point.

The UFT advisor will be asked to present any procedural objections. I will respond to each objection by denying or sustaining the objections.

The reigning officer will be asked to make a statement or stand on the record. Each member of the administration may make a statement as well.

The UFT advisor may cross-examine the rating officer and any member of the administration who makes a statement.

The appellant or his advisor will be asked to make a statement. The reigning officer may question the appellant, but

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2 only through the chair. The reigning
3 officer may make a final statement or
4 stand on the record.

5 The UFT advisor will make the final
6 statement.

7 Please be advised that a copy of this
8 proceeding can be obtained at a nominal
9 cost.

10 We will now -- does everyone have the
11 documents?

12 MS. MARCELLA: I don't have mine.

13 MR. GROSSMAN: Still waiting for
14 mine.

15 MR. GOLDBERG: Okay. We will go off
16 the record for a minute.

17 (Whereupon, a break was taken.)

18 MR. GOLDBERG: We are back on the
19 record now. I would like to ask the UFT
20 advisor if there are any procedural
21 objections.

22 MR. GROSSMAN: Yes, I have. I have
23 a procedural objection to the rate sheet.
24 You'll note that the -- while the
25 principal may have signed off on this June

1
2 30th, this was not given to Mr. Storman
3 until September 7th of 2005, which is well
4 after the rating period and also in
5 violation of Section 89 of the
6 Chancellor's Regulation, which I'll read
7 it for the record. It says as follows,
8 the mandate for the evaluation of
9 employees and the timing thereof is
10 contingent to Section 89.

11 Subdivision 7 is what counts for Mr.
12 Storman. It says in Subdivision 7, within
13 the last ten school days of each school
14 year, but not fewer than four school days
15 prior to the close thereof, the principal
16 of each school shall give to each member
17 of his or her staff a signed statement
18 characterizing his or her work as
19 satisfactory or unsatisfactory. This was
20 not done during the last ten school days,
21 not even the last four days, which would
22 be a technicality, but this is beyond
23 technicality because this was given to him
24 the next term or the next school year,
25 which was September 7th of 2005.

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MR. GOLDBERG: Was there any reason why there was a delay in giving the rating sheet?

MR. SANTAMARIA: There was a clerical error in the distributing of the rating sheets.

Mr. Storman was told about the rating on June 29th, and he did receive certified mail, return receipt requested, on the 2nd day of summer school, the actual rating, on July 6th.

MR. GOLDBERG: July what?

MR. SANTAMARIA: 6th.

MR. GOLDBERG: Okay.

MR. GROSSMAN: There is no proof of this.

MR. GOLDBERG: Do you have a copy of that?

MR. SANTAMARIA: I have the return receipt request little receipt. Fax that?

MR. GOLDBERG: You'll fax that to 935-2073.

MR. SANTAMARIA: 935-2073.

MR. GROSSMAN: (Inaudible) that is

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2 late, in terms of July, but whether it's
3 July or September, it doesn't make a
4 difference.

5 MR. GOLDBERG: The rating sheet is a
6 legal document. According to the rating
7 officer, the principal, there was a delay,
8 and it did go out at the beginning of
9 July, and there's postal return receipt
10 proof that it was mailed. It was signed
11 off by Mr. Storman on September 7th.

12 Your objection is noted for the
13 record, but it is denied.

14 MR. GROSSMAN: Okay. I have an
15 objection to document number 2. This is
16 from Thomas Hylan (phonetic) to Josephine
17 Marcella. It is a third-party letter, and
18 also, it is undated.

19 MR. GOLDBERG: If you look on page
20 2.1, the memo is dated February 9th, 2005.

21 MR. GROSSMAN: It's not really the
22 same -- it's not really the same document.
23 In other words, technically speaking, this
24 should be treated as a separate document
25 because one, there's two Thomas Hylan, and

1
2 the other one is twelve Thomas Hylan. So,
3 if we treat this as a separate document,
4 then I'm objecting to this as a separate
5 document. Not to the entirety.

6 MR. GOLDBERG: This is a summary
7 page, saying that the investigation has
8 been completed, and it's attached to this
9 document.

10 MR. GROSSMAN: All right, but,
11 however, it is undated, though. In other
12 words, this is another memo that was sent.
13 It is not the same memo.

14 MR. GOLDBERG: But it is referring
15 to the OSI report that is attached.

16 MR. GROSSMAN: Yes, but, however, we
17 should know the date because if it's --
18 suppose, let's say, this was given after
19 April, then it would be more than six
20 months. The statute of limitations is six
21 months for anyone from the Chancellor's
22 Office, in terms of handing out a
23 document.

24 MR. GOLDBERG: The actual report is
25 dated February 9th, --

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MR. GROSSMAN: Not the actual
report.

MR. GOLDBERG: -- which is attached.

MR. GROSSMAN: Okay, but I would
like it noted for the record that this
memo to Ms. Marcella was not dated.

MR. SANTAMARIA: SOB and OSI is that
going to go out either before February 9th
or on February 9th with the report. So,
it's a typographical error on my part, but
it certainly was done on or before
February 9th, 2005.

MR. GOLDBERG: Your objection is
noted for the record, Mr. Grossman.

MR. GROSSMAN: I'm curious. How
could that be done before February 9th if
the memorandum itself is dated February
9th?

MR. SANTAMARIA: Normally, when we
substantiate a case, okay, if the teacher
is reassigned, there is a period of time
to conclude your investigation from the
time you actually, you know, finish typing
your report, --

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MR. GROSSMAN: Okay.

MR. SANTAMARIA: -- and if a teacher is reassigned and the case is not substantiated, we'll send it out to expedite the teacher getting back to the classroom as soon as possible, but if the case is going to be substantiated, we advise him that the case is substantiated and a report is to follow.

MR. GROSSMAN: We'll concede what Mr. (inaudible) this.

MR. SANTAMARIA: Thank you.

MR. GOLDBERG: Any other objections?

MR. GROSSMAN: No.

MR. GOLDBERG: I call on the administration to make a statement or stand on the record, and I will ask -- afterwards, I would also ask Mr. Boyles to give a statement regarding the report.

I'll call on the principals first, if they would like to make a statement for the record or stand on the record.

MR. GROSSMAN: They don't know who goes first.

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MR. GOLDBERG: Okay, let's define that.

MS. MARCELLA: Can you explain what you're saying, please, --

MR. SANTAMARIA: Yes, what does that mean exactly?

MS. MARCELLA: -- because it's very difficult to understand you.

MR. GOLDBERG: Okay. Ms. Marcella, I would like you to make a statement for the record regarding why this pedagogue was given an unsatisfactory rating. Why are we here today? You know, why did you rate Mr. Storman unsatisfactory in June, 2005?

MS. MARCELLA: Okay. I rated Mr. Storman unsatisfactory because, although I did not conduct the investigation, I did sit in with Mr. Boyles, and the conclusion of his investigation was that it was substantiated for corporal punishment.

Then, I met with Mr. Storman, with his union rep, and I wrote him a letter.

Do you have the letter that Mr.

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Storman received? It is dated March 11th, 2005.

MR. GOLDBERG: No. No, you never submitted that with the file.

MS. MARCELLA: I submitted everything, sir.

MR. GOLDBERG: No, we do not have that letter.

MS. MARCELLA: Okay. Do you want me to fax it over to you?

MR. GOLDBERG: No, not at this time. It's okay.

MS. MARCELLA: All right. That was in the package, though, everything I had to submit.

MR. GOLDBERG: Do you want to refer to why you -- what kind of a letter and what it was? You can do that in oral testimony.

MS. MARCELLA: Well, do you want me to read it?

MR. GROSSMAN: I will object to that. She can refer to it.

MR. GOLDBERG: You can refer to it.

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I mean, --

MS. MARCELLA: Okay.

MR. GOLDBERG: -- you know,
basically what it was.

MS. MARCELLA: All right. I --
basically, what happened was, when this
incident occurred in October, I had asked
Mr. Storman at that time if he wanted to
fill out a statement form, which is done
on a current sheet, and he did, and part
of his statement was that, he writes and I
quote, I may have touched the child's
mouth with the paper and walked away.

When I read Mr. Boyles' statement,
Mr. Storman -- and I quote from Mr.
Boyles' --

MR. GOLDBERG: Report.

MS. MARCELLA: -- from his report,
it says, I quote, Mr. Storman further
stated that in retrospect he should not
have touched student A with the piece of
paper.

So, in my letter, I wrote -- I spoke
to Mr. Storman with his union

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2 representative, and he stated that he did
3 touch the student with the piece of paper,
4 and this is not acceptable. There should
5 not be any contact with the student. He
6 could have verbally reprimanded the child.

7 So, because it was substantiated by
8 Mr. Boyles, and because of what Mr.
9 Storman wrote about, may have touched the
10 child and walked away, and then in
11 retrospect should have not touched the
12 child with the paper, he is admitting that
13 he did touch the child, and there should
14 not be any physical contact.

15 So, my reasoning for giving him a "U"
16 rating is because of substantiated
17 corporal punishment.

18 Now, my -- also, I would like on the
19 record that I did report this to Mr.
20 Santamaria at the beginning of June.

21 MR. GOLDBERG: Thank you.

22 Mr. Santamaria, any statement for the
23 record? Any statement or stand on the
24 record?

25 MR. SANTAMARIA: I guess -- no, not

1
2 really. I stand on the record.

3 MR. GOLDBERG: I would like to ask
4 Mr. Boyles, from the Office of Special
5 Investigators, if you would like to make a
6 statement for the record?

7 MR. BOYLES: Yes. I interviewed --
8 I responded to the school after being
9 assigned this investigation, and the
10 initial complaint went to the Special
11 Commissioner of Investigations, which
12 referred it to my office for
13 investigation.

14 The original complaint was from the
15 boy's father, who indicated he believed
16 that the physical contact made by Mr.
17 Storman was sexual in nature, that he was
18 having a sexual fantasy when he did this.

19 I spoke to several students at the
20 school, who were all special education
21 students. It is my experience a lot of
22 times special education students have a
23 hard time remembering incidents of this
24 nature.

25 Student A indicated that Mr. Storman

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rolled up a piece of paper and touched him on his face with it, and the student admitted at the time that he didn't think it was sexual in nature.

Mr. Storman, based on his written statement and the conversation I had with him, where he said he might have touched the kid when he was motioning for him to be quiet because he had a piece of paper in his hand, based on that, I substantiated for inappropriate touching, and I forwarded the report to Ms. Marcella.

MR. GOLDBERG: Thank you.

MS. MARCELLA: May I say something else?

MR. GOLDBERG: Yes.

MS. MARCELLA: Okay.

MR. GOLDBERG: Yes.

MS. MARCELLA: Oh, I can?

MR. GOLDBERG: Yes.

MS. MARCELLA: Oh, okay. I just wanted to mention that because I am not Mr. Storman's payroll school, the

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principal of the school, that's why I
could not give him his rating sheet.

MR. GOLDBERG: I understand. We
understand that.

MS. MARCELLA: Okay.

MR. GOLDBERG: Okay, thank you.

I would like to call on the UFT
advisor, Mr. Grossman, to question the
administration or --

MR. GROSSMAN: Yes, right. I'm
going to do everybody.

MR. GOLDBERG: Of course.

MR. GROSSMAN: Okay. Mr.
Santamaria, can you hear me okay?

MR. SANTAMARIA: Yes.

MR. GROSSMAN: Okay. When you rated
Mr. Storman unsatisfactory, was that based
upon a conclusion on the part of Ms.
Marcella that corporal punishment was
committed?

MR. SANTAMARIA: Correct, yes.

MR. GROSSMAN: Okay, but, however,
did you see any documentation at all from
that charge or just based it upon Ms.

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Marcella's expertise or advice?

MR. SANTAMARIA: Ms. Marcella is one of my super -- I'll explain it. Ms. Marcella is like a supervising principal for me, and if she was advised by her (inaudible)

MR. GROSSMAN: Okay. All right, I just wanted to make sure where it came from.

MR. SANTAMARIA: Um-hm.

MR. GROSSMAN: Okay, I have no further questions.

Now, Ms. Marcella, --

MS. MARCELLA: Yes.

MR. GROSSMAN: -- did you call the Office of Special Investigations, Special Commissioner of Investigations, regarding Mr. Storman, based on an accusation made by Student A's father?

MS. MARCELLA: No, I didn't call, I put it online.

MR. GROSSMAN: Oh, you put it online.

MS. MARCELLA: Yes.

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2 MR. GROSSMAN: But, however, did you
3 put it online on the basis of an
4 accusation that was made by the father of
5 Student A?

6 MS. MARCELLA: Yes, I just reported
7 what was -- the information that was given
8 to me.

9 MR. GROSSMAN: Okay. Now, did
10 Student A's father relate to you that Mr.
11 Storman brushed a rolled up piece of paper
12 against his son's lips, and that Mr.
13 Storman was acting out a sexual fantasy?

14 MS. MARCELLA: That's what the
15 father claimed.

16 MR. GROSSMAN: Now, if Student A's
17 father omitted his son's theory or his
18 theory about the alleged sexual fantasy,
19 would you still have called the Office of
20 the Special Commissioner?

21 MS. MARCELLA: I'm sorry. Sir, I
22 missed the last few words, I'm sorry.

23 MR. GROSSMAN: I'll repeat it.

24 Suppose -- it is hypothetical, but if
25 Student A's father omitted the part about

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his son's theory or the father's theory about the alleged sexual fantasy, would you have still call the Office of the Special Commissioner of Investigations?

MS. MARCELLA: Yes, I would have reported it because --

MR. GROSSMAN: I didn't ask you why. I just asked you if you would or you wouldn't?

MS. MARCELLA: Okay, I would have.

MR. GROSSMAN: All right. Now, did you call the Office of the Special Commissioner on the same day Student A's father called you?

MS. MARCELLA: I could tell you that in a minute, sir, just hold on.

MR. GROSSMAN: That's all right. I'm going by the report.

MS. MARCELLA: Yes. The date here is 10/26/04. The report was made 10/26/04.

MR. GROSSMAN: You made the report 10/26/04?

MS. MARCELLA: That's what it says.

1 22

2 The control number I have in front of me,
3 it looks like 10/26/04.

4 MR. GROSSMAN: Well, according to
5 the origin of the complaint on 2.1, it --

6 MS. MARCELLA: One second.

7 MR. GROSSMAN: Yes.

8 MS. MARCELLA: I'm looking at the
9 papers in front of me because it was in
10 October. It says that the control number
11 has been generated for this report
12 10/26/04.

13 MR. GROSSMAN: Now, --

14 MS. MARCELLA: One second -- 11 --
15 I'll tell you in a minute. I have to
16 refresh my memory. It was a while ago.

17 MR. GROSSMAN: If you look at 2.1,
18 that could refresh your memory.

19 MR. GOLDBERG: If you look at the
20 report in the first paragraph.

21 MS. MARCELLA: In the report, one
22 second -- 11/16. Yes, okay. What
23 happened was, it happened October 26th,
24 and the father called me a few days after
25 that happened. What happened was, the

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2 child was absent from school, and when we
3 called the house to find out why the child
4 was absent, the father spoke to me and he
5 said that he had been trying to get the
6 school, and he's not sending back the
7 child because of this teacher being in the
8 school that did something to his child.

9 So, I said, well, sir, I have to
10 speak to your child. Please send your
11 child back to school, and he said, well, I
12 don't want my child questioned until I'm
13 there with him, and the father did not
14 come until 11/16, whatever that day is,
15 and that's when I reported it when the
16 father came up.

17 MR. GROSSMAN: Okay. So, therefore,
18 what you're saying is that you reported
19 this incident, waiting for this child --

20 MS. MARCELLA: I didn't know what it
21 was.

22 MR. GROSSMAN: -- three weeks --

23 MS. MARCELLA: The father refused to
24 tell me until he was with --

25 MR. GROSSMAN: Ma'am, I'm going by

1
2 the facts. You waited three weeks after
3 the alleged incident had occurred to make
4 a report; is that correct?

5 MS. MARCELLA: Sir, I couldn't make
6 a report if I didn't know what the
7 incident was. The man refused to tell me.

8 MR. GROSSMAN: I didn't ask you
9 whether or not -- whether you could or
10 your couldn't. I'm just establishing a
11 fact that you waited three weeks after the
12 alleged incident before you made a report
13 because obviously, you could have made a
14 report, and could not --

15 MS. MARCELLA: No, I could not
16 because if you're familiar with the online
17 occurrence reports, if you don't put in
18 certain information, it won't take the
19 report.

20 MR. GROSSMAN: So, if that child
21 never came back to school at all, then you
22 would never have -- then you would never
23 have made a report.

24 MS. MARCELLA: No, I wouldn't know
25 what to put in. If you go online and try

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to put in the report, you'll know what I mean. I've been doing it for three years.

MR. GROSSMAN: Okay. I wanted to establish that this was done three weeks later.

MS. MARCELLA: It was done the minute I found out about what had happened.

MR. GROSSMAN: Uh-huh.

Is it a fact that when you spoke with Mr. Storman, after the incident, that you told him you had no intention of making any such report and you only did it after the father called you; isn't that correct?

MS. MARCELLA: Absolutely not.

MR. GROSSMAN: Okay.

MS. MARCELLA: I report everything that comes by me, everything.

MR. GROSSMAN: But you reported it three weeks after the incident.

MS. MARCELLA: I didn't know what the incident was, sir.

MR. GROSSMAN: I have no further questions.

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You didn't know what the incident
was?

MS. MARCELLA: No.

MR. GROSSMAN: Okay.

MS. MARCELLA: I could not report
something on a teacher if I don't know
what it is.

MR. GROSSMAN: Well, the father had
already called you, so you had some
knowledge of the incident.

MS. MARCELLA: But I didn't know
what the incident was, sir.

MR. GROSSMAN: Even though the
father called you?

MR. GOLDBERG: Mr. Grossman, --

MS. MARCELLA: He said to me, you
cannot speak to my son.

MR. GOLDBERG: -- she answered it.
She answered it.

MR. GROSSMAN: Fine.

MS. MARCELLA: I answered it.

MR. GOLDBERG: Okay, Ms. Marcella.

Yes.

MR. BOYLES: The online system for

1 filing complaints, if certain data is not
2 entered, it won't allow you to go to the
3 next -- to continue.
4

5 MS. MARCELLA: Thank you.

6 MR. GROSSMAN: Let me question Mr.
7 Boyles.

8 Mr. Boyles, is it fair to say that
9 your report was written in the third
10 person, that is, it paraphrased the
11 statements made by the people who were
12 interviewed?

13 MR. BOYLES: That is correct.

14 MR. GROSSMAN: Now, did you
15 proofread this report before it was sent
16 to Mr. Hylan?

17 MR. BOYLES: Yes.

18 MR. GROSSMAN: Okay. Did Mr.
19 Storman have the same opportunity to
20 proofread your report before it was sent
21 to Mr. Hylan?

22 MR. BOYLES: No.

23 MR. GROSSMAN: Were your interviews
24 audio or videotaped?

25 MR. BOYLES: No.

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MR. GROSSMAN: Do you have transcripts of your interviews, that is questions made -- questions asked and answers made?

MR. BOYLES: No.

MR. GROSSMAN: In your background check of Mr. Storman, did you conclude that there were no previous corporal punishment accusations made against him?

MR. BOYLES: I believe he had one prior case of harassment which was unsubstantiated.

MR. GROSSMAN: No, I'm not asking about harassment --

MR. BOYLES: No, no prior cases.

MR. GROSSMAN: -- or anything unsubstantiated, but there were no priors --

MR. BOYLES: No.

MR. GROSSMAN: -- as far as corporal punishment. Okay.

Now, when you interviewed Student A, did he contradict what he originally claimed regarding his theory that Mr.

1
2 Storman acted out of a sexual fantasy by
3 stating to you that he does not believe
4 that Mr. Storman's action was sexual in
5 nature?

6 MR. BOYLES: Yes, but he didn't --
7 well, the original complaint was his
8 father's words. I don't know where the
9 father got that from, if the son had told
10 him that, but when I spoke to Student A,
11 he told me that Mr. Storman made physical
12 contact with him with the piece of paper.
13 When I questioned him about it being
14 sexual in nature, he said he didn't
15 believe it was sexual in nature.

16 MR. GROSSMAN: But prior to your
17 speaking with Student A, was that
18 accusation regarding a sexual nature made
19 to you?

20 MR. BOYLES: It was made to me in
21 the written complaint.

22 MR. GROSSMAN: Now, you heard the
23 principal state before that the principal
24 could not send you anything online until
25 she had the conversation with the student'

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2 is that correct, you heard that?

3 MR. BOYLES: That is correct.

4 MR. GROSSMAN: So, therefore,
5 wouldn't it be logical then that the
6 student repeated the same thing that the
7 father said if that was the basis of her
8 sending you something online regarding the
9 accusation? She wouldn't go by what the
10 father said. She would only go by what
11 the student said. So, therefore, if you
12 heard something about a sexual nature, by
13 logic, that came from the student then.

14 MR. BOYLES: Standard procedure for
15 reporting cases, anything -- when anything
16 sexual is mentioned, it goes to the Office
17 of Special Commissioner. When it's
18 inappropriate touching or corporal
19 punishment or verbal abuse, the complaint
20 goes to the Office of Special
21 Investigations.

22 In this particular case, and I've
23 dealt with Ms. Marcella numerous times in
24 the past and she's very, very cautious,
25 she reported this incident both to the

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Special Commissioner's Office and to my
office at the same time.

MR. GROSSMAN: I understand, but,
however, I'm not getting into the
protocol. What I'm trying to ask you is
that you said before that this might have
been the father's theory and not the son's
theory; correct?

MR. BOYLES: Well, based on the
complaint that I got, which was referred
from the Office of Special Commissioner,
said that the father related these facts.

MR. GROSSMAN: Right. He related
these facts, but, however, --

MR. BOYLES: Now, to show me that
the father got that information from his
son seeing that the father is not in the
class.

MR. GROSSMAN: Okay, fair enough.
So, he got this information from his son?

MR. BOYLES: That's correct.

MR. GROSSMAN: So, therefore, his
son did contradict himself when now he's
saying that he doesn't believe there was

1
2 anything sexual in terms of what Mr.
3 Storman had done?

4 MR. BOYLES: Right, and my
5 conclusion indicated that we didn't
6 believe it was sexual in nature. I had
7 substantiated that part of it.

8 MR. GROSSMAN: Yes, I know that, but
9 I just wanted to make sure in terms of the
10 student's state of mind, in terms of
11 before and after.

12 Now, was Student A, to your
13 knowledge, a special education student?

14 MR. BOYLES: Yes.

15 MR. GROSSMAN: Did you conduct a
16 psychological background check on Student
17 A?

18 MR. GOLDBERG: Could you repeat that
19 again.

20 MR. GROSSMAN: Okay. Did you
21 conduct a psychological background check
22 on Student A?

23 MR. BOYLES: No, sir.

24 MR. GROSSMAN: So, there was no way
25 for you to know whether or not Student A

1
2 may have been emotionally disturbed?

3 MR. BOYLES: I believe Ms. Marcella
4 informed me that the students in the class
5 of special education, they are learning
6 disabled.

7 MR. GROSSMAN: Now, is it a fact the
8 other students that you interviewed, that
9 is Students B, C, D, E, F, G, H and I,
10 either did not remember the incident or
11 did not see Mr. Storman touch Student A
12 with a piece of paper?

13 MR. BOYLES: That's correct, which
14 is very common when you're dealing with
15 special education children.

16 MR. GROSSMAN: I didn't ask you
17 that. I didn't ask you, but, however,
18 there were special ed students who said to
19 you they did not see -- they saw an
20 incident, but they did not see Mr. Storman
21 touch the student with the paper?

22 MR. BOYLES: That's correct.

23 MR. GROSSMAN: Did Student H state
24 that Student A told him that he, that is,
25 Student A, was going to get Mr. Storman in

1
2 trouble?

3 MR. BOYLES: That's correct.

4 MR. GROSSMAN: Now, when you
5 interviewed Mr. Storman, did he tell you
6 that he wasn't sure if the piece of paper
7 in his hand touched Student A's lips, and
8 if he --

9 MR. BOYLES: (Inaudible)

10 MR. GROSSMAN: Wait let me finish my
11 question -- and if he did it, it was
12 accidental because Student A made a move
13 towards him or lunged towards him?

14 MR. BOYLES: He said that when he
15 approached the student, the student was
16 being disrespectful to a substitute
17 teacher. He approached the teacher -- he
18 approached the kid, he had a piece of
19 paper rolled up in his hand, and he might
20 have hit him, you know, or tapped him on
21 the face, but in a motion to tell the kid
22 to be quiet, and then he said, in
23 retrospect, he shouldn't have made
24 physical contact with the kid.

25 MR. GROSSMAN: Well, he denies that

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2 he said, in retrospect that he made
3 physical contact.

4 Did you attached a signed statement
5 of your interview with Mr. Storman to your
6 report?

7 MR. BOYLES: No.

8 MR. GROSSMAN: Okay. Now, in your
9 conclusion, --

10 MR. BOYLES: I also reviewed Mr.
11 Storman's written statement that he gave
12 to Ms. Marcella, where he indicated that
13 he, again, might have touched --

14 MR. GROSSMAN: He used the word, may
15 have.

16 MR. BOYLES: May have.

17 MR. GROSSMAN: I saw that statement.

18 Okay, now, in your conclusion, did
19 you state, the allegation that Mr. Storman
20 placed a rolled up piece of paper into the
21 mouth of Student A in a sexual manner is
22 unsubstantiated?

23 MR. BOYLES: Yes.

24 MR. GROSSMAN: Now, in the phrase
25 that you use, a rolled up piece of paper

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into the mouth of the student, aren't those your words?

MR. BOYLES: No, those are the words that were in the complaint.

MR. GROSSMAN: Can you show us any words in the complaint that state that Mr. Storman was accused of putting a rolled up piece of paper, and the key phrase is, into the mouth of Student A?

MR. BOYLES: Brushed it up against his lips and teeth. I'm sure if he put it in -- if he touched his teeth with it, he would have had to put it in his mouth.

MR. GROSSMAN: Brushed against his lips, okay, that's (inaudible)

MR. BOYLES: And his teeth. His teeth are on the other side of his lips, the inside of his mouth.

MR. GROSSMAN: Where do you see the word, teeth, over here?

MR. BOYLES: Right, here, lips and teeth (indicating).

MR. GROSSMAN: Where? What page?

MR. BOYLES: Page 1 of the Office of

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the Special Commissioner's referral sheet.

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MR. GROSSMAN: 2.0 -- is this from

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Mr. Hylan?

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MR. BOYLES: No, no, the complaint.

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MR. GROSSMAN: The complaint.

7

MR. BOYLES: You're reading the

8

final report.

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MR. GROSSMAN: Okay. It says, --

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MR. BOYLES: I don't know if you

11

have a copy of the complaint.

12

MR. GROSSMAN: It says, brushed a

13

rolled up piece of paper against his lips

14

--

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MR. BOYLES: It's right here

16

(indicating).

17

MR. GROSSMAN: I haven't got that.

18

I'm referring -- this is the only evidence

19

that we have over here.

20

So, is there any statement in this

21

memorandum that indicates the word, teeth?

22

It just says, brushed his lips, doesn't

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it?

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MR. BOYLES: That is correct.

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MR. GROSSMAN: Okay, nothing about

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teeth.

Now, when you stated, we're going back to the -- however, that Mr. Storman should not have made physical contact with Student A when he was reprimanding him. Now, did you ever --

(Whereupon, the Side A of the tape ended.)

Now, are you aware that the regulation of corporal -- well, first of all, do you feel that the statement that was made by Thomas Hylan, when he communicated this to Ms. Josephine Marcella, he well-substantiated.

Now, according to your belief, do you believe that corporal punishment had taken place at all?

MR. BOYLES: No, that's a boiler plate letter. I believe that inappropriate physical contact was made. Corporal punishment and inappropriate physical contact sometimes are two different things, okay. If, you know, if a teacher hauls off and smacks the kid in

1
2 the face, I mean, that's corporal
3 punishment, as opposed to inappropriate
4 physical contact. I didn't feel that this
5 rose to the level or corporal punishment.
6 I felt that it rose to the level of
7 inappropriate physical contact, and I
8 recommended that the case be forwarded to
9 Ms. Marcella for whatever disciplinary
10 actions she deemed appropriate.

11 MR. GROSSMAN: Let me go back to Ms.
12 Marcella.

13 Ms. Marcella, --

14 MS. MARCELLA: Yes.

15 MR. GROSSMAN: -- when you received
16 document 2.0 from Thomas Hylan and then
17 saw the "x" mark that substantiated, did
18 you believe that the corporal punishment
19 was substantiated?

20 MS. MARCELLA: Yes.

21 MR. GROSSMAN: Okay, but, however,
22 you just heard Mr. Boyles indicating that
23 he did not believe it was corporal
24 punishment, but, however, it was just
25 touching.

1 40

2 MR. BOYLES: Inappropriate touching,
3 is what I said.

4 MR. GROSSMAN: All right. His
5 opinion was inappropriate touching. Now,
6 --

7 MS. MARCELLA: But based --

8 MR. GROSSMAN: -- based upon what
9 you just heard, do you think that this
10 would merit an unsatisfactory rating, and
11 if not, would you be willing to change
12 this to satisfactory?

13 MS. MARCELLA: Well, I'll tell you,
14 I feel that this inappropriate touching
15 should not have happened. It may not rise
16 to the level of corporal punishment, as
17 Mr. Boyles has just stated, but in this
18 building here, and I have several
19 conferences on corporal punishment and
20 verbal abuse, this child was embarrassed.
21 To me, that rises to a level, and I don't
22 understand how you can equate two
23 different teachers, one that never had
24 inappropriate contact with a child and one
25 that does, and how both of them can get

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2 the same satisfactory rating. I think a
3 line has to be drawn somewhere, and as
4 principal, I would still support the
5 unsatisfactory rating in this case because
6 the child -- he could have asked the
7 child, you know, what the problem was, and
8 then we could have worked with behavior
9 management on a special education child or
10 on any child for that matter. However, by
11 brushing the paper up against his lips, he
12 embarrassed the child and then this should
13 not have been done. This is inappropriate
14 contact with the child. So, I stand by
15 the rating.

16 MR. GROSSMAN: Yes or no would have
17 done.

18 Okay, I have finished my cross-
19 examination --

20 MR. GOLDBERG: Okay. Thank you.

21 MR. GROSSMAN: -- for the time.

22 MR. GOLDBERG: Thank you, Mr.
23 Grossman.

24 Mr. Storman or Mr. Grossman, would
25 you like to make a statement?

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MR. GROSSMAN: Well, I'm going to be asking questions --

MR. GOLDBERG: Questions, fine.

MR. GROSSMAN: -- of Mr. Storman, and then I'm going to present evidence.

Mr. Storman, how long have you worked for the Department of Education?

MR. STORMAN: (Inaudible)

MR. GOLDBERG: Speak louder, so we can hear.

MR. STORMAN: Over twenty-five years.

MR. GROSSMAN: How long have you been a guidance counselor?

MR. STORMAN: Almost sixteen years.

MR. GROSSMAN: Now, on October 26th, what drew your attention to Student A?

MR. STORMAN: He was using foul language. He was cursing out the substitute teacher in the classroom.

MR. GROSSMAN: This substitute teacher, was he having difficulty with the class --

MR. STORMAN: It was a she.

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MR. GROSSMAN: Was she having difficulty with the class as a result of him cursing at her?

MR. STORMAN: Very much so.

MR. GROSSMAN: So, did you feel that Student A was a danger or threat to the class by him cursing at his teacher?

MR. STORMAN: I believe so because she was going to lose control. She was losing control.

MR. GROSSMAN: Just answer yes or not.

Was it your intention to stabilize this confrontation going on between the student and teacher?

MR. STORMAN: Yes.

MR. GROSSMAN: By the way, Ms. Marcella mentioned before that you had embarrassed the student.

Do you think the student was embarrassing that substitute teacher?

MR. STORMAN: Embarrassing, very much so.

MR. GROSSMAN: The rolled up piece

1
2 of paper that you had in your hand, when
3 did you have this rolled up piece of paper
4 in your hand? Was it before you went into
5 that classroom or after you went into that
6 classroom?

7 MR. STORMAN: Before.

8 MR. GROSSMAN: Before?

9 MR. STORMAN: Before.

10 MR. GROSSMAN: Okay. So, it's just
11 something that you had in your hand
12 without any expectation of having to --

13 MR. STORMAN: (Inaudible)

14 MR. GROSSMAN: You know, in other
15 words -- don't finish my question.

16 So, in other words, you had the
17 rolled up piece of paper before any
18 incident ever occurred; right?

19 MR. STORMAN: Yes.

20 MR. GROSSMAN: Before you even heard
21 the student curse?

22 MR. STORMAN: Yes.

23 MR. GROSSMAN: So, when you heard
24 the student cursing at the teacher, just
25 explain in your own words as to what you

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had done.

MR. STORMAN: I had gone over to Robert -- I had gone over near where the child was, and in a motion, said, zip it.

MR. GROSSMAN: How far away were you from the student?

MR. STORMAN: When I started or when I --

MR. GROSSMAN: In other words, when you said, zip it?

MR. STORMAN: When I said, zip it, at least a foot. Approximately, a foot.

MR. GROSSMAN: A foot away, okay. Now, you were standing and the student was sitting?

MR. STORMAN: He was -- he was on his knees --

MR. GROSSMAN: His knee was on the chair?

MR. STORMAN: Correct.

MR. GROSSMAN: That's how a kid sits sometimes.

Now, did you make a motion with the piece of paper when you said, zip it?

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MR. STORMAN: Yes.

MR. GROSSMAN: Let's make believe I'm that student -- oh, by the way, before we do that, did the student move at all before or while you said, zip it?

MR. STORMAN: While I was saying, zip it, with the motion, he stood up and (inaudible)

MR. GROSSMAN: When you say, he stood up, did he just stand vertically up or did he go towards you?

MR. STORMAN: On an angle towards me.

MR. GROSSMAN: On an angle towards you?

MR. STORMAN: Yes.

MR. GROSSMAN: Okay. So, let's make believe that I'm that student, okay, only I'm not going to be cursing, and then you're the teacher. Why don't you stand up, okay, and at the same time -- and then let's roll up this regulation of the Chancellor, very fitting?

MR. STORMAN: Yes.

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MR. GROSSMAN: So then, therefore,
I'm at it. Now, where was the teacher
relative to the student?

MR. STORMAN: She was here
(indicating). The problem is -- you know
what the problem is -- the problem is
(inaudible)

MR. GROSSMAN: Okay.

Where was the teacher relative to --

MR. STORMAN: That would be like
(Inaudible)

MR. GROSSMAN: All right, so, where
that chair is approximately (indicating)?

MR. STORMAN: Correct.

MR. GROSSMAN: So, here I am, I'm
saying stuff to the teacher, okay, and
then you come over, and then show me
exactly what you had done?

MR. STORMAN: I said, zip it.

MR. GROSSMAN: So then, he turned to
you when you said, zip it?

MR. STORMAN: Right, I said --
right, I said, zip it (inaudible)

MR. GROSSMAN: Now, was it your

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intent -- sit down. Was it your intent to
touch that child at all?

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MR. STORMAN: No.

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MR. GROSSMAN: The thing is that you
just felt it was a natural reaction by
saying, zip it?

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MR. STORMAN: Correct.

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MR. GROSSMAN: And basically, you
were trying to handle this verbally as the
principal said you should have handled it,
didn't you?

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MR. STORMAN: Correct.

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MR. GROSSMAN: Now, you had no
knowledge as to whether or not that paper
touched or didn't touch the kid; is that
correct? Did you have any knowledge
whether --

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MR. STORMAN: Correct.

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MR. GROSSMAN: So, therefore, if it
did happen, I mean, it's possible -- if it
did happen, that would have been
accidental?

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MR. STORMAN: Absolutely.

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MR. GROSSMAN: Now, did you explain

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2 this to Mr. Boyles when he was questioning
3 you?

4 MR. STORMAN: Yes.

5 MR. GROSSMAN: And do you feel that
6 what he wrote, what he paraphrased what
7 you had said was taken out of context?

8 MR. STORMAN: Yes, it was.

9 MR. GROSSMAN: What you are saying
10 right here is the absolute truth --

11 MR. STORMAN: Absolute truth.

12 MR. GROSSMAN: -- of what occurred?

13 MR. STORMAN: Correct.

14 MR. GROSSMAN: Beyond this, I'm
15 going to -- I have a document which was
16 written by Arthur Solomon (phonetic), he
17 is a UFT representative, who had
18 accompanied Mr. Storman at the interview
19 with Mr. Boyles, and I'll read to you what
20 he printed that he signed his name, UFT
21 representative. To whom it may concern,
22 on December 16th, 2004, I accompanied Mr.
23 Glenn Storman at the OSI. The last
24 statement, paraphrasing Mr. Storman
25 regretting touching Student A, was taken

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2 out of context. He said that he may have
3 moved towards him, and if he touched him
4 with the paper in his hand, it was
5 accidental.

6 So, this is from --

7 VOICE: (Inaudible) document

8 MR. GROSSMAN: That will be document
9 1.

10 Now, I also had the regulation of the
11 Chancellor, which is A420. So, even if
12 Mr. Storman had accidentally touched the
13 child, the student on the lips, it says
14 very clearly that corporal punishment
15 shall not mean the use of reasonable
16 physical force for any of the following
17 purposes, and the one that would fit Mr.
18 Storman would be to protect another pupil
19 or teacher or any other person from
20 physical injury, and Mr. Storman felt that
21 this was escalating into something that
22 could have been violent because other
23 students were seeing that this student was
24 getting away with harassing and cursing at
25 another teacher. So, therefore, he did

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2 something about it. This would follow the
3 regulation of the Chancellor. So, this is
4 page 2 of 3 from A420.

5 VOICE: (Inaudible)

6 MR. GROSSMAN: Please, if I need
7 help, I'll ask for it.

8 I also have the Lewis Foy (phonetic)
9 arbitration decision, and I'll just put an
10 asterisk by the relevant paragraphs.

11 It says that the -- its says a
12 question -- this was written -- let me
13 first go by the date of this. This was
14 done September 1st of 1999, and this is
15 based upon precedent that existed before
16 this. The question before the arbitrator
17 of this proceeding was very
18 straightforward. The arbitrator must
19 determine whether the board made a
20 (inaudible) contractual standard before
21 the (inaudible) due consideration, in this
22 case, before the signing upon termination.
23 For the reasons set forth below, I find
24 that the board violated the standard set
25 forth in the agreement. On the question

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2 of due consideration, the decision of
3 arbitrator, Rosemarie Townley (phonetic),
4 in the Herbert Brown case, November 6th,
5 1995, was instructed, Arbitrator Townley
6 found that the reports -- in those days,
7 nobody argues with the investigation --
8 the reports of the OAR are in the nature
9 of an indictment, quote, for an individual
10 is charged based on evidence presented by
11 individuals who are not cross-examined.

12 So, we have no opportunity to cross-
13 examine Student A, and according to the
14 arbitrator's decision, we should have that
15 right, and it's also contained in the 6th
16 Amendment of the Constitution, that a
17 person must confront their accuser. As
18 such, Arbitrator Townley held an OAR
19 report is not (inaudible) positive with a
20 question before an arbitrator whether an
21 employee committed certain acts of
22 corporal punishment (inaudible).
23 Arbitrator Townley's decision was cited
24 (inaudible) with approval by Arbitrator
25 Arthur Regal (phonetic) in the Gregory

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2 White case on January 5th, 1998, in which
3 Arbitrator Regal found that the board
4 should not have used a report from the OAR
5 as its positive (inaudible) corporal
6 punishment.

7 So, I would like to submit this as an
8 appellant's document. Also, we would like
9 to make note that not only was that
10 particular student emotionally disturbed
11 and a special ed student, but that whole
12 class that he was in were in the same
13 boat. In other words, Mr. Boyles was
14 trying to say that they don't remember
15 things because of that condition. Well,
16 that whole class shows the potential of
17 what could happen to that substitute
18 teacher when emotionally disturbed
19 children see another student cursing at
20 another teacher and then if nothing would
21 have been done.

22 I also have various letters. I won't
23 read them to you because there are more
24 than a few. So, therefore, these letters
25 are written by various individuals who

1
2 know Mr. Storman, and they have
3 complimented him on the excellent work
4 that he has done regarding his
5 relationship with students as a guidance
6 counselor.

7 MR. GOLDBERG: Is that it, Mr.
8 Grossman?

9 MR. GROSSMAN: Yes.

10 MR. GOLDBERG: That's it.

11 MR. GROSSMAN: And the main thing is
12 that as indicated by Mr. Boyles, corporal
13 punishment was not the issue, and the
14 interpretation of the principal when she
15 received that report from Mr. Hylan was
16 that she thought that Mr. Storman -- it
17 was substantiated that he committed
18 corporal punishment, and that was not the
19 issue, and it is our contention that if
20 there was anything physical, it was simply
21 done accidental, no intent on the part of
22 Mr. Storman.

23 We have concluded. Now, the
24 administration may inquire if they wish.

25 MR. GOLDBERG: Any questions from

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the administration?

MS. MARCELLA: I have a question. I actually have a comment first.

MR. GROSSMAN: I object.

MR. GOLDBERG: It has to be in a form of a question through myself. Ask me a question, and I hope to get it answered for you.

MS. MARCELLA: Okay. We're talking about this child as being emotionally disturbed. The child is not emotionally disturbed, he's learning disabled. However, if this child was so disruptive, cursing and Mr. Storman thought he was such a danger, why didn't Mr. Storman bring this to the attention of myself or my assistant principal? We were not told anything about this.

MR. GROSSMAN: Her question is vague, the timing of this, when should he have done this?

MS. MARCELLA: Immediately.

MR. GROSSMAN: In other words, instead of confronting the child, he

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should have run to you?

MS. MARCELLA: Well, if the child was acting out so terribly and cursing the teacher and doing all these terrible things, why wasn't it brought to the administration?

MR. GROSSMAN: I'll let Mr. Storman answer that question.

MR. STORMAN: Because when I went over to him and I said to him to stop, to zip it, he basically stopped because I was attending to it. It ended there, basically.

MS. MARCELLA: He didn't what, I'm sorry?

MR. STORMAN: He stopped making any kind of difficult behavior and comments to the substitute teacher when I went over to him and to say, zip it. So, as the situation was ameliorated -- I come to you often when situations are like that, why wouldn't I come to you for that if it was warranted?

MS. MARCELLA: Well, that's my

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question because you're saying it's such a threatening manner, and you were fearful for the teacher's life and for the children's lives. I know the child.

MR. GROSSMAN: He answered the question. He handled it, period, okay.

MR. GOLDBERG: Okay.

MS. MARCELLA: Okay.

MR. GOLDBERG: Any other questions, please?

(No response.)

MR. GOLDBERG: Ms. Marcella, any other questions?

MS. MARCELLA: No, thank you.

MR. GOLDBERG: Okay. Would the administration like to make a final statement or stand on the record?

MS. MARCELLA: I'm standing on the record.

MR. SANTAMARIA: I'm also standing on the record.

MR. GOLDBERG: Mr. Grossman, the UFT advisor, for a final statement, please.

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2 MR. GROSSMAN: Yes. I would like to
3 say that this hearing should never have
4 occurred.

5 First of all, we find that it is
6 incomprehensible that the principal would
7 wait three weeks before contacting the
8 Office of Special Investigations or the
9 OSI and so forth, waiting for a particular
10 student to come to school. If anything,
11 somebody could have gone to their house,
12 and then if the parent -- and a parent is
13 allowed to be a complainant. It doesn't
14 have to be a student. Suppose, let's say,
15 the student was only five years old. A
16 student cannot possibly be a complainant
17 at that age, but yet often parents could
18 be a complainant. So, when the parent
19 made that phone call a few days after the
20 alleged incident, then that was the time
21 to have made a report. It is our belief
22 that the principal wanted to keep this
23 within the school, and did not want
24 anything to go beyond this. It was
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2 settled, and it was only until, I guess,
3 when something had occurred, in other
4 words, that few days later, when the
5 parent had made that complaint and said
6 something sexual, this is the boiling
7 point. This is where suddenly it has to
8 be reported to the Special Commissioner
9 because something sexual was being
10 reported.

11 Then, Mr. Boyles contained it when he
12 was asking questions, and then that boy
13 recanted. It was the boy, himself, who
14 told the father that he was guessing that
15 there was something sexually involved, and
16 then the father simply repeated this.
17 There's no way the father could have
18 known. He didn't see the incident. He's
19 only getting what he hears from the kid.

20 Then the kid recants, and said, well,
21 it was not sexual. Then he's saying that
22 the piece of paper had brushed his lips,
23 but meanwhile, Mr. Boyles had already
24 questioned a numerous number of students
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1 who either didn't remember it or they
2 simply -- they did remember it, but didn't
3 see any touching whatsoever. And we find
4 that it was somewhat disingenuous on the
5 part of Mr. Boyles because after all,
6 you're not getting an exact quotation from
7 Mr. Storman in this report. He is
8 paraphrasing. Anyone can doctor this
9 anyway they want when they paraphrase it,
10 so then they make it look like Mr. Storman
11 is actually saying, gee, I might have
12 touched his lips, and if I did, I regret
13 it. In other words, therefore, he is
14 trying to base a case of, let's say,
15 inappropriate touching, not based upon
16 evidence. Here we have Student A who is
17 contradicting himself. So, his testimony
18 is completely out. He has no credibility.
19 And then as far as the other students are
20 concerned, which is the meat of the case,
21 those other students either did not
22 remember it or they didn't see it. So,
23 therefore, the only place where Mr. Boyles
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2 can hang his hat on to say something in
3 the nature of something negative against
4 Mr. Storman would be out of Mr. Storman's
5 mouth, himself. However, we have shown
6 that Mr. Solomon had been there with Mr.
7 Storman, and he wrote exactly what Mr.
8 Storman had said, that he may have, and he
9 said that in his own statement to the
10 principal. May, does not mean that he
11 definitely did do it. He doesn't know,
12 but it was not his intent, and then if it
13 happened, this student had moved towards
14 him, and the thing is that there was no
15 intent on the part of Mr. Storman to
16 commit corporal punishment, and,
17 therefore, to say anything less than that,
18 for the principal to now say that she
19 would have given him a "U" rating anyway,
20 is disingenuous because the thing is that
21 she is worried about a student being
22 embarrassed. Well, how about that
23 substitute teacher? That substitute
24 teacher was embarrassed also. Does that
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2 count? Instead, we should reverse the
3 zoo, and, therefore, there should be no
4 control, and that's exactly what is
5 happening over here.

6 Mr. Storman, if he didn't do anything
7 and ran to the administration and couldn't
8 find somebody, God knows what would have
9 happened in that classroom. He did what
10 any normal person should have done, was
11 simply control that child, and if
12 something accidentally happened by
13 brushing something against his lips, I
14 assure you if nothing sexual was involved,
15 this would not have reached the Special
16 Commissioner or the OSI, but it's only
17 because of that sexual business is what
18 brought it to their attention and this
19 whole thing was done. It just would have
20 been that he may have done something
21 accidentally, brush his lips, it would
22 have stayed in the school. I can't see
23 anything going beyond the school for
24 something as stupid as this, but yet here
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2 we have it.

3 So, therefore, I can only say that I
4 hope that the recommendation made to the
5 Chancellor is not to ruin this man's
6 reputation and his career by having this
7 on his record of unsatisfactory, but this
8 should be overturned to satisfactory, and,
9 therefore, I hope that the final decision
10 made by the Deputy Chancellor or the new
11 Deputy Chancellor, whoever that might be,
12 would be justice, not revenge, in order to
13 rectify a situation which was blown way
14 out of proportion. First, something
15 sexual, then you heard something about
16 teeth and into the mouth. This is words
17 made up by Mr. Boyles. Nothing in this
18 report said anything about a paper being
19 put into his mouth. So, we find that this
20 was not a very objective investigation
21 that was done. This was done to nail this
22 man, and then for Mr. Hylan to check off
23 something substantiated. He doesn't tell
24 you what is substantiated, but, however,
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2 the words corporal punishment are written
3 above it. So then, he would have you
4 believe that corporal punishment was
5 substantiated.

6 So, therefore, we have people being
7 disingenuous, being untruthful and being
8 false, in terms of bringing information
9 against an innocent person.

10 So, therefore, I feel that this
11 should be completely reversed, period.

12 MR. GOLDBERG: I want to thank all
13 the parties for your participation and
14 cooperation.

15 A written report will be generated to
16 the Chancellor, who in turn will forward a
17 written decision to all the participants.

18 It is now approximately 2:25, and I
19 am concluding this review.

20 Have a good day, and thank you for
21 your participation.

22 VOICES: Thank you.

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I, Dorothy Florentino, do hereby state
that the foregoing was transcribed from an
audio/video tape cassette to the best of my
ability.



Dorothy Florentino

Agency Name: **AGENCY DEPOMPO COURT
REPORTING SERVICE
86 Kensico Street
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Dated:

